

Tudor Primary School

Inspection report

Unique Reference Number	101299
Local Authority	Barnet
Inspection number	354976
Inspection dates	11–12 January 2011
Reporting inspector	Madeleine Gerard

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair	Alison Moore
Headteacher	Jude Stone and Samantha Jayasuriya
Date of previous school inspection	25 June 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 20 lessons or parts of lessons taught by eight teachers and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work, and looked at work in pupils' books, tracking data showing pupils' attainment and the progress they are making, and the school's development plans. They also considered the 84 responses to the questionnaire received from parents and carers, and the 42 responses to the questionnaire received from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively pupils' progress is being tracked and assessment information used so that all groups of pupils are suitably challenged to make rapid progress in their learning.
- How accurately the school monitors the quality of its work and ensures consistency of provision through the school so that all pupils learn and progress well.

Information about the school

This is a slightly smaller-than-average primary school. The Early Years Foundation Stage is made up of provision in Nursery and Reception classes. The proportion of pupils with special educational needs and/or disabilities is above average. Most of these pupils have speech, language and communication needs, behavioural, emotional, social or moderate learning difficulties. The proportion of pupils speaking English as an additional language is above average. A small minority of these pupils are at an early stage of learning English. Eighty per cent of pupils are from minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is slightly above average. More pupils than average join and leave the school partway through their education. The school operates a breakfast club. The school is lead by two co-headteachers. Both work two and a half days per week, with flexible overlap time mid-week. The school has achieved the Healthy School Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**3****The school's capacity for sustained improvement****3**

Main findings

Tudor Primary School provides a satisfactory standard of education. It is a happy school where pupils are friendly and welcoming. The overwhelming majority of parents and carers responding to the questionnaire confirm that their children enjoy school. Staff look after children well in the Early Years Foundation Stage and children in the Nursery and Reception classes get off to a satisfactory start. Teaching through the rest of the school, although better in a few classes, is generally satisfactory and enables pupils to make satisfactory gains in their learning and reach broadly average attainment in English and mathematics by the end of Year 6. The progress of pupils is regularly checked. However, teachers' planning does not use assessment information consistently well to plan the next steps in pupils' learning. For example, in a few lessons, expectations about what more-able pupils can do are not always high enough. In other lessons, explanations of new learning are too challenging for pupils who find literacy and numeracy difficult. Consequently, the pace of progress is not always as swift as it should be. The school has introduced individual targets for pupils and a few pupils know what they need to do to move up to the next level in their work. Other pupils are not always aware of what they need to do to improve their work because they do not know their targets and marking in pupils' books does not consistently make the next steps clear.

The school's strengths are in the promotion of pupils' personal development. This contributes to pupils' positive attitudes to learning and their good behaviour in lessons and around the school. Pupils know the importance of healthy lifestyles, helped by the school's success in achieving the Healthy School Award. Extra-curricular sports clubs are well attended and pupils enthusiastically use the sporting equipment available in the playground at break time. Pupils feel safe at school and are clear what to do if any problems occur. Strong social skills, average attainment in literacy and numeracy and average attendance mean they are satisfactorily prepared for the next stage in their education.

The two co-headteachers work closely together. Leaders and managers have developed their roles in monitoring the quality of the school's work. Self-evaluation is generally accurate and the review of provision identifies appropriate areas for improvement. The impact of this evaluation in securing improvement is only satisfactory because middle managers are not always sufficiently involved in the monitoring of teaching and learning in particular. As such, this is an area for development. Attainment has remained average since the last inspection. Given the school's track record, for example in ensuring consistently good behaviour, enhancements to the curriculum and improved attainment at the end of Year 2, the school's capacity for sustained improvement is satisfactory.

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What does the school need to do to improve further?

- Raise attainment and increase rates of learning and progress through the school by:
 - ensuring information from assessments is used to plan work that is consistently well matched to all pupils' needs
 - using marking and target setting consistently to ensure that all pupils know what they should do to improve their work.
- Increase the frequency with which middle managers are involved in monitoring teaching in order to secure improvement and consistency in the quality of teaching and learning.

Outcomes for individuals and groups of pupils

3

Children join the school with skills and capabilities that are below the levels expected for their age, particularly in communication language and literacy and in problem solving, reasoning and numeracy. Rates of learning and progress and overall achievement and enjoyment are satisfactory. The reason for this was illustrated in a mathematics lesson when the explanations of new learning were not matched in difficulty to the range of pupils' abilities in the class. The pace of learning slowed because some pupils were not stretched enough and others struggled to grasp what they were supposed to do. Similarly, in a literacy lesson, pupils only made satisfactory progress when they spent too long listening to the teacher, with limited opportunities for all pupils to be actively engaged in their learning. They made better progress in other lessons. For example, in another mathematics lesson, all pupils made swift gains when they practised describing the properties of three-dimensional shapes. The teacher's consistent emphasis on pupils using appropriate mathematical vocabulary ensured they were able to use these terms correctly. Pupils with special educational needs and/or disabilities also made good progress because they were given focused additional help to enable them to complete the same tasks as their peers.

Pupils who join the school partway through their education are well supported so that they make friends, settle quickly and do as well as their peers. Pupils speaking English as an additional language are swiftly assessed. They receive appropriately targeted support and make satisfactory gains in their learning. Pupils with special educational needs and/or disabilities, including those with emotional or behavioural difficulties, make satisfactory progress. The small intervention groups organised to help them to catch up with their numeracy and literacy skills, for example, are generally effective. Pupils enjoy working with additional adults and make sufficient progress to help them keep up with their learning in other lessons. More-able pupils are sometimes set work that is insufficiently challenging. This is reflected by the results of national tests and recent teacher assessments at the end of Year 6 in which few pupils reach the higher-than-expected levels of attainment in English and mathematics.

Pupils enjoy school. They are attentive in lessons and keen to do their best. The few who sometimes find it difficult to behave appropriately are given good support to help them to settle. All pupils are valued. They are confident that the staff as well as the Year 6 peer mediators will help them should the need arise. They show caring attitudes towards one another and respond positively to one another's successes. Together with a sound awareness of a variety of cultures and faiths, the extent of pupils' spiritual, moral, social

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and cultural development is satisfactory overall. Pupils make a satisfactory contribution to the community. The gardening club has grown a variety of vegetables in the school garden. Their carrots, onions, lettuce, tomatoes and leeks have been prepared in the school kitchens for school lunch and put on sale to the community at the school summer fair. The school council has secured enhancements to the playground and developed the writing garden. The school choir sings in the local community and pupils contribute to charity fundraising. However, pupils are not consistently involved in helping to improve the school or in local community projects.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils' good social skills are promoted effectively through opportunities to discuss their learning in pairs and small groups. Relationships between staff and pupils are consistently good. Teachers manage lessons successfully and there is seldom any disruption. Teachers know pupils well but the more able are not always given suitably challenging tasks to do. Although additional adults are sometimes used to support pupils' learning effectively during group work, teachers' planning does not always identify what they should do to support pupils during whole-class teaching.

Music is a highlight of the curriculum. All pupils in Years 3, 4 and 5 learn to play the recorder. Regular singing is enjoyed by pupils throughout the school. Opportunities to take part in performances in well-known cultural venues and success in sporting competitions

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with other local schools promote pupils' self-esteem. There is a good number of popular extra-curricular clubs, including tae kwon-do, Indian dance, Spanish and football. Topic themes are successfully developing between subjects. For example, pupils in Year 6 were exploring persuasive writing skills and life in the 1950s by comparing advertisements from that period with those of today. However, opportunities to ensure pupils practise and develop their basic literacy and numeracy skills across a range of subjects are sometimes missed. Workshops in computing for more-able pupils at a local secondary school develop their interest, but curriculum planning does not always ensure that tasks are consistently matched to all pupils' needs.

Pastoral care is good and contributes to pupils' security and self-confidence. The breakfast club ensures a calm and healthy start to the school day. Here, a variety of games promotes pupils' personal and social skills. Transition arrangements are well organised during the summer term to prepare pupils for moving up into their new class each year. Pupils who may find transfer to secondary school difficult receive effective additional help and guidance from staff. Previously low attendance is now average because of the school's thorough approach to monitoring and following up attendance, including certificates and class awards for the best attendance.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The governing body fulfils its statutory duties and safeguarding arrangements are satisfactory. Staff receive regular training on safeguarding and the school site is secure and well maintained. The governing body is supportive but has not always challenged the school sufficiently over pupils' progress and attainment. The school's work to tackle discrimination and promote equality is satisfactory. Pupils have equal opportunities to make satisfactory progress in their learning and all pupils, whatever their ability or background, have the chance to participate in activities in and out of school. Despite recent enhancements, a few inconsistencies remain in the quality of provision. This is why leaders and managers drive and embed ambition satisfactorily. Community cohesion is promoted soundly. Pupils have a good knowledge of themselves as part of the school community, and through links with a school in Tanzania they have a sound understanding of pupils who live in contrasting global communities. However, the governing body has not ensured that the school is systematically evaluating its work to promote community cohesion in order to plan further developments. Staff, including the learning mentor, work closely with parents and carers to engage them effectively in the work of the school and with their children's learning. This includes workshops on literacy, numeracy and safety when using the internet.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Leadership and management of the Early Years Foundation Stage are satisfactory. Strong links with parents and carers, including home visits made by staff when children join the Nursery and regular shared reading at the start of the day in the Reception classes, help children to settle well. Children form positive relationships with adults and other children. They work and play well together. For example, in the Nursery, children enjoyed dressing up together and singing along to songs they selected for themselves on the computer. In the Reception classes, as part of a project on travel, children were successfully role playing an aeroplane journey. They practised writing their names through making their own passports and enjoyed the airport runway set up in the outside area. There are some inconsistencies between classes in the quality of records of observations. Planning does not always use information from these ongoing assessments to plan further activities tailored to children's specific needs so that they make swift gains in their learning. Consequently, outcomes for children at the end of the Reception year are satisfactory overall.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The very large majority of respondents are happy with their children's experiences of school and are confident that the school keeps their children safe. A very small minority expressed concern about how well the school meets their children's individual needs, about the way behaviour is managed at the school and about the way the school is led and managed. A few felt unable to judge how well the school prepares their children for the next stage in their education. The very large majority evaluated the quality of the school's work to develop pupils' personal skills positively. Inspection findings generally endorse the views of parents and carers regarding pupils' personal development. Inspectors found behaviour to be good. They found leadership and pupils' rates of learning and their academic outcomes to be satisfactory.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 84 completed questionnaires by the end of the on-site inspection. In total, there are 219 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	60	32	38	2	2	0	0
The school keeps my child safe	48	57	32	38	2	2	0	0
My school informs me about my child's progress	39	46	38	45	3	4	1	1
My child is making enough progress at this school	33	39	45	54	4	5	1	1
The teaching is good at this school	39	46	40	48	4	5	0	0
The school helps me to support my child's learning	34	40	42	50	6	7	0	0
The school helps my child to have a healthy lifestyle	34	40	43	51	6	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	26	48	57	5	6	0	0
The school meets my child's particular needs	27	32	42	50	7	8	1	1
The school deals effectively with unacceptable behaviour	27	32	41	49	7	8	2	2
The school takes account of my suggestions and concerns	30	36	40	48	6	7	1	1
The school is led and managed effectively	28	33	41	49	6	7	2	2
Overall, I am happy with my child's experience at this school	36	43	41	49	5	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 January 2011

Dear Pupils

Inspection of Tudor Primary School, London N3 2AG

Thank you very much for your very friendly welcome and for helping us when we visited your school recently. We enjoyed our visit and were pleased to see how well you all get on together and how well behaved you are in lessons and around the school. This helps to make Tudor Primary a happy place to be. We also enjoyed hearing you all singing together in assembly and seeing your new writing garden in the playground. I am writing to tell you about the judgements that we reached.

Tudor Primary is a satisfactory school. You told us that you like coming. You particularly enjoy the clubs and interesting activities that the school organises for you. As a result, you have a good understanding of how to keep yourselves fit, healthy and safe. All the adults work well together to take good care of you. The youngest children get off to a satisfactory start in the Early Years Foundation Stage. You also make satisfactory progress in Years 1 to 6.

To make the school even better, we have asked the staff to make sure that all of you are set work that is the right level of difficulty. All of you can help by telling your teachers if the work is too easy or too difficult. When teachers mark your work, we would like them to give you clearer ideas about what you need to do to move on to the next level. We would also like teachers to make sure that you know your individual learning targets. All of you can help by remembering these targets and checking regularly for yourselves that you are meeting them. We have also asked the school to make more checks on its work so that it continues to improve. We would like all the lessons to be good or outstanding ones.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead inspector

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